



TOURO UNIVERSITY

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C A L I F O R N I A

COLLEGE OF EDUCATION  
AND HEALTH SCIENCES

**Master of Science in Nursing**  
**RN to MSN/BSN to MSN**  
**Student Handbook**

This Student Handbook will be your primary source of information for the Program. Read it. Refer to it. Keep it close to you. The Program will expect you to refer to it prior to calling or emailing with a question. Changes to this document will be highlighted in yellow and available on the SON website and Canvas courses.

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# TOURO UNIVERSITY CALIFORNIA

## INTRODUCTION

The Student Handbook contains policies and requirements that govern academic performance and student conduct. These policies are unique to Touro University California (TUC), and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about TUC policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

TUC reserves the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees and any rules or regulations. TUC maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

### **Non-Discrimination Policy**

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities.

### **Historical Perspective**

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth.

Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974); the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995); the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine California (founded in 1997 as the San Francisco College of Osteopathic Medicine); the Lander College for Men in Kew Garden Hills (2001) created through a merger of two previously separate divisions, the School of General Studies (founded in 1974) and the School of Career and applied Studies (created in 1995); Touro University Nevada (2004); Touro College South in Florida (2006), and Touro University College of Osteopathic Medicine – New York (2007).

Touro opened a branch in Moscow in spring 1991 and its operations now include the Institute of Jewish Studies (branch campus) and a business program with Moscow University Touro (an independent entity) operated through an inter-institutional agreement. The branch campus in Jerusalem comprises the Graduate School of Jewish Studies, an undergraduate business program and the Touro Israel Option (year abroad program). In October 2003, Touro opened a small branch campus in Berlin.

Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island in Vallejo, California in 1999. In 2003, Touro University College of Osteopathic Medicine (TUCOM) became the Founding College of Touro University California. Touro University California is now composed of three colleges: College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O. and the Master of Science in Medical Health Sciences); the College of Education and Health Sciences (grants Master's degrees in education and provides teacher credentials; the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health); the Master of Science in Nursing; and the College of Pharmacy (grants the Doctor of Pharmacy).

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The branch campus, Touro University College of Osteopathic Medicine - Nevada, matriculated its first class in fall 2004 and provided programs in osteopathic medicine and physician assistant studies. Touro University – Nevada now consists of the College of Osteopathic Medicine and the College of Health and Human Services providing programs in nursing, occupational therapy, physical therapy and education.

### **Mission of Touro College**

Touro College is an independent institution of higher and professional education under Jewish auspices, established to transmit and perpetuate the Jewish heritage and to serve the general community in keeping with the historic Judaic commitment to intellectual inquiry, the transmission of knowledge, social justice, and to serve society.

### **Vision Statement of Touro University California**

Inspirational teaching and scholarship, transformative leadership, and exemplary service.

### **Mission of Touro University California**

To provide graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education. The TUC learning experience is student-centered, enriched by focused research and scholarship, and prepares professionals for rewarding lives in service to others both locally and around the globe.

## **Values of Touro University California**

- Respect for the inherent value and dignity of each individual
- Intellectual inquiry, discovery, and passion for life-long learning
- Acceptance and appreciation of diversity
- Compassion and service to society
- Student-centered education
- Collaboration and sense of community
- Promotion of interprofessionalism

## **Institutional Learning Outcomes**

To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

1. Think critically to make evidence-informed decisions and evaluate conclusions in a real-world context
2. Act in a professional and ethical manner
3. Use knowledge, skills and effective communication to benefit diverse communities
4. Collaborate across disciplines toward a common goal

## **Accreditation**

Touro University California (TUC), and its branch campus in Henderson, Nevada (TUN), are fully accredited by the [Western Association of Schools and Colleges \(WASC\)](#). The WASC Commission reaffirmed [Institutional Accreditation](#) on July 20, 2018 after a three stage review which demonstrated core commitments to [Institutional Capacity and Educational Effectiveness](#). The next accreditation review is scheduled for Spring 2026.

- The master's degree program at Touro University California is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
- The Doctor of Nursing Practice program at Touro University California is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## **MASTER OF SCIENCE IN NURSING PROGRAM OVERVIEW**

The ADN to MSN and BSN to MSN Program(s) prepare nurses for the nurse leader role in quality and safety in health care improvement. The TUC School of Nursing MSN program does not prepare students to become Clinical Nurse Leaders (CNL). The CNL competencies are employed throughout the MSN curriculum to develop the nurse leader (NL) role in quality and safety improvement in the clinical setting. While not explicitly preparing students for the CNL exam, students may choose to sit for the national examination for the CNL at the completion of the program.

The program is designed for practicing nurses and is delivered in a hybrid format, blending online, face to face teaching, and non-traditional course scheduling. Clinical experiences occur in a variety of local health care agencies and provide opportunities for 400 hours in interdisciplinary nursing practice, leadership and teaching experience. Students satisfactorily completing the 18-month course of study (ADN to MSN) and 12-month course of study (BSN to MSN) and who have fulfilled all of the requirements for graduation published in this Student Handbook will receive a Master of Science in Nursing (MSN). Upon successful completion of the ADN to MSN program, graduates may apply for the Public Health Nursing Certificate through the California Board of Registered Nursing and are prepared to pursue doctoral study.

### **MISSION STATEMENT SCHOOL OF NURSING**

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

### **PURPOSE**

To achieve the mission and to prepare students with Associate, Baccalaureate, and Graduate Degrees for roles as advanced nursing leaders, clinicians, and educators.

### **VALUES**

- Leadership
- Diversity
- Professionalism
- Collaboration
- Life-long Learning

### **VISION**

To be a leader in progressive nursing education.

### **STUDENT LEARNING OUTCOMES**

**SLO 1:** Synthesizes knowledge from nursing and other academic disciplines (bio/psychosocial, computer science, genetics, communication, public health, ethics, and lifespan development) to continually improve the delivery of nursing care for diverse populations across complex health care environments.

**SLO 2:** Analyzes organizational and systems leadership skill and systems leadership skills to promote high quality and safe health care.

**SLO 3:** Designs, implements, and disseminates a quality/safety improvement project within a health care system to improve health care outcomes.

**SLO 4:** Integrates translational research concepts and evidence in increasingly complex and

diverse practice settings to improve healthcare outcomes



**SLO 5:** Integrates data from nursing, computer, and communication and information science to coordinate and improve health care outcomes.

**SLO 6:** Analyzes health care policy and advocates at the systems level through the policy development process to improve health and health care.

**SLO 7:** Implements relationship-centered leadership to build and sustain collaborative, inter-professional teams to coordinate care delivery.

**SLO 8:** Integrates health promotion/risk reduction and population health concepts in the design and delivery of health care.

**SLO 9:** Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice

## **ESSENTIALS AND COMPETENCIES**

Consistent with *The Essentials of Master's Education in Nursing (March 21, 2011)* students will demonstrate competency in the following areas:

### **Essential I: Background for Practice from Sciences and Humanities**

Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

### **Essential II: Organizational and Systems Leadership**

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

### **Essential III: Quality Improvement and Safety**

Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

### **Essential IV: Translating and Integrating Scholarship into Practice**

Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

### **Essential V: Informatics and Healthcare Technologies**

Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

### **Essential VI: Health Policy and Advocacy**

Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

### **Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**

Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

### **Essential VIII: Clinical Prevention and Population Health for Improving Health**

Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

### **Essential IX: Master's-Level Nursing Practice**

Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems.

Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

**THE NURSE LEADER ROLE (NL)** The Nurse Leader role in quality and safety in health care parallels the role of the American Association of Colleges of Nursing (AACN, 2007) Clinical Nurse Leader (CNL) role. The TUC School of Nursing MSN program does **not** prepare students to become Clinical Nurse Leaders (CNL). The CNL competencies are employed throughout the MSN curriculum to develop the nurse leader (NL) role in quality and safety improvement in the clinical setting. While not explicitly preparing students for the CNL exam, students may choose to sit for the national examination for CNL certification at the completion of the program.

The following are the broad areas for the role of the CNL (American Association of Colleges of Nursing, 2013):

**Clinician:** designer/coordinator/integrator/evaluator of care to individuals, families, groups, communities, and populations; able to understand the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments. The NL provides care at the point of care to individuals across the lifespan with particular emphasis on health promotion and risk reduction services.

**Outcomes Manager:** synthesize data, information, and knowledge to evaluate and achieve optimal client outcomes.

**Client Advocate:** adept at ensuring that clients, families, and communities are well-informed and included in care planning and is an informed leader for improving care. The CNL also serves as an advocate for the profession and the interdisciplinary health care team.

**Educator:** uses appropriate principles and strategies as well as current information, materials, and technologies to teach clients, groups, and other health care professionals under their supervision.

**Information Manager:** able to use information systems and technology that put knowledge at the point of care to improve health care outcomes.

**Systems Analyst/Risk Anticipator:** able to participate in systems review to improve quality of client care delivery and at the individual level to critically evaluate and anticipate risks to client safety with the aim of preventing medical errors.

**Team Manager:** able to properly delegate and manage the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.

**Member of a Profession:** accountable for the ongoing acquisition of knowledge and skills to effect change in health care practice and outcomes and in the profession.

**Lifelong Learner:** recognizes the need for and actively pursues new knowledge and skills as one's role and needs of the health care system evolves.



**TOURO UNIVERSITY**  
CALIFORNIA

**MSN COURSE OF STUDY**

Course #	ADN to MSN		BSN to MSN	
	Fall Semester	Units		Units
NRSC 601	Transition to Graduate Education	8		
NRSC 602	Community Health Nursing	3		
NRSC 603	Community Health Nursing clinical (90 hours clinical for PHN certification)	2		
	Session 1 Spring Semester		Session 1	
NRSC 604a/b	Advanced Physical Assessment *	3	Advanced Physical Assessment *	3
NRSC 607a/b	Advanced Pharmacology *	3	Advanced Pharmacology *	3
NRSC 608a/b	Advanced Pathophysiology *	3	Advanced Pathophysiology *	3
	Session 2 Spring Semester		Session 2	
NRSC 605	Leadership in Health Care	2	Leadership in Health Care	2
NRSC 606	Clinical: Leadership 45 hours	1	Clinical: Leadership 45 hours	1
	Session 3 Summer Semester		Session 3	
NRSC 609	Evidence-based Practice & Informatics**	2	Evidence-based Practice & Informatics**	2
NRSC 611	Resource Management in Health Care**	2	Resource Management in Health Care**	2
NRSC 612	Clinical: Care management (45 hours)***	1	Clinical: Care Management (45 hours)***	1
NRSC 614	Epidemiology/Population Statistics **	2	Epidemiology/Population Statistics **	2
	Session 4 Fall Semester		Session 4	
NRSC 610	Health Care Policy & Ethics**	3	Health Care Policy & Ethics**	3
NRSC 613	Health Promotion/Risk Reduction **	2	Health Promotion/Risk Reduction **	2
NRSC615	Clinical: Education & Outcomes (90 hours)***	2	Clinical: Education & Outcomes (90 hours)***	2
	Session 5 Fall Semester		Session 5	
NRSC616	Nurse Leader Role Synthesis ***	3	Nurse Leader Role Synthesis ***	3
NRSC617	Nurse Leader Role Immersion (220 Hours) ***	3	Nurse Leader Role Immersion (220 Hours) ***	3
	<b>Total Units</b>	<b>46</b>		<b>33</b>

## COURSE DESCRIPTIONS

### **\*ADN to MSN (46 Units)**

#### **BSN to MSN Course of Study (33 units)**

**\*Transition to Graduate Education I** (8 units): Introduction to graduate nursing education builds on the foundational degree knowledge and experience. Integrative learning strategies focus on the baccalaureate essentials, knowledge, and competencies in the areas of: ethics, evidence-based practice, genetics and genomics, information management, leadership in health care, theory, professionalism, and writing in the discipline.

**\*Community Health Nursing** (3 units): Explores the role of the community health nurse presented within a public health framework; emphasizing the concept of community as client. Presents nursing interventions related to groups and aggregates identified as high risk for the development of health problems.

**\*Community Health Nursing Clinical** (2 units): Clinical learning experiences provided across community-based settings with emphases on community assessment and providing interventions designed to prevent and/or reduce risk of disease and injury and promote health and wellness of diverse populations across the lifespan.

**Advanced Physical Assessment** (3 units): Focuses on health and wellness and associated anatomical dimensions, including health within the context of disability; assessment criteria and techniques are examined and developed.

**Advanced Pharmacology** (3 units): Conceptual and systematic study of pharmacodynamics, pharmacokinetics, pharmacoeconomics and therapeutic implications for healthcare practitioners.

**Advanced Pathophysiology** (3 units): Explores the cellular mechanisms by which disease occurs, the body's response to the disease process, and the effects of the disease process and genetics on normal function.

**Leadership in Health Care Systems** (2 units): Explores the CLINICAL LEADER role in creating and sustaining cultures of quality and safety in complex health care delivery systems; utilizing theories of change and intra and inter-professional communication and teamwork.

**Evidence Based Practice & Informatics** (2 units): Explores nursing research and information management as the foundation for clinical and organizational decision making and the improvement of outcomes in health care.

**Epidemiology/Population Statistics** (2 units): Overview of population-based public and institutional health including epidemiological concepts and applications, descriptive epidemiology, and measurements of morbidity and mortality.

**Health Care Policy and Ethics** (3 units): Examines issues of health policy, financing, and the organization and delivery of health services at the local, national, and global levels.

**Health Promotion, Risk Reduction, and Disease Prevention and Management** (3 units): Examines advanced health promotion, disease reduction, prevention, and management with a focus on risk assessment, health literacy, and health education to improve care outcomes.

**Resource Management in Health Care** (3 units): Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective and optimal outcomes of nursing care.

**Nurse Leader Role Synthesis** (3) Integrates principles of graduate education, Nurse Leader role development, and direct care experiences to design, implement, evaluate, and disseminate an outcome-based model of health care improvement. The culminating quality improvement project is reflected in a scholarly paper with dissemination of the results through a poster presentation or a submitted manuscript.

**The role of the Nurse Leader is actualized through the following clinical experiences that provide the opportunity for students to observe, participate, and evaluate the role of the Nurse Leader at the microsystems level; providing a framework to facilitate optimal outcomes within the health care delivery system.**

**Role Development in Leadership** (1 unit-45 hours):

**Role Development in Management of Care** (1 unit-45 hours):

**Role Development in Education and Improving Outcomes** (2 units-90 hours):

**Nurse Leader Role Immersion** (3 units-220 hours)

## GRADUATE NURSING STUDENT CLEARANCE REQUIREMENTS

To ensure the safety of patients, students, and faculty, and to meet contractual obligations with outside agencies, graduate students are required to have evidence of completion of the Graduate Nursing Student Clearance Requirements listed in this section. All clinical clearance requirements will be provided to and maintained by Castle Branch.

**Drug and Alcohol Screen:** All students are required to have a negative drug and alcohol screen prior to entry to the graduate nursing program. The screen detects alcohol, amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, opiates and phencyclidine. Results are provided to the Director of the School of Nursing and remain confidential. Students who test positive will be contacted and counseled by the Director.

**Criminal Background Check:** All clinical agencies and the Board of Registered Nursing, in compliance with the Joint Commission, require investigation of any prior convictions and disciplinary actions. Failure to disclose a conviction may interfere with clinical placements. Individuals with reported convictions should refer to the “Frequently Asked Questions Regarding Prior Convictions and Disciplinary Actions” in the “Licensing & Examination” section of the Board of Registered Nursing website:

<http://www.rn.ca.gov/enforcement/convictions.shtml>

All background checks must be performed by the agency designated by the School of Nursing. Background checks performed by other agencies will not be accepted. Results of the criminal background check remain confidential. Students with prior convictions or disciplinary actions which will interfere with clinical placement will be contacted and counseled by the Director of the School of Nursing.

**Current RN Licensure:** Licensure must be achieved prior to beginning clinical hours in the graduate program. Students are expected to maintain RN licensure throughout the duration of the program.

**CPR Certification:** All graduate nursing students are required to maintain current CPR certification. CPR must be American Heart Association for health care providers.

**Personal Health Insurance:** All nursing graduate students must carry personal health insurance from an insurance provider of their choosing.

### Health Admission Requirements

All students in the MSN program are required to provide proof of the following prior to matriculation:

- Hepatitis B (Hep B)
  - Serologic testing that establishes immunity through a positive antibody **titer** or
  - Proof of previous adequate vaccination (3 doses over 6 months)
- Rubeola (Measles), Mumps, Rubella, Varicella and Zoster (chicken pox) by one of the following:
  - Serologic testing that establishes immunity through a positive antibody **titer** or
  - Proof of previous adequate vaccination (two doses, four weeks apart)
- Tdap Booster within 10 years

- Tuberculosis Screening: A negative TB skin test is required within the past three months of admission; A positive PPD result requires a clinical evaluation by a healthcare provider and proof of negative chest x-ray. PPD skin tests are required annually.
- Influenza vaccine verification must be received by November 1<sup>st</sup> of each year. Students may provide proof of immunization or provide a written *declination* statement.

Immunizations are required for the safety of our students as well as those with whom they will come into contact during their time in the program. For this reason, immunization requirements will not be waived. Students whose immunizations and titers are not up to date will be removed from classes or from clinical rotation(s) until the deficiency is corrected. No exceptions will be made. **All students must have annual tuberculosis screening.**

## **COVID POLICY**

**[General Disclaimer on the University's Policy on COVID-19](#) can be found in the TUC 2021 Catalog (p 21).**

The COVID policy waiver must be signed by each student in the program before they attend any clinical activities (on campus or in the community). A copy of the policy waiver will be provided in each clinical course syllabi. A copy of the signed waiver form will be kept in the SON office.

The COVID-19 global pandemic, which has caused a disruption to all higher education institutions and has forced Touro to move temporarily to an online modality, has affected some of our policies and procedures. While we will continue to operate with the same policies that we had prior to the pandemic, slight procedural modifications may be needed. Students are asked to please stay in contact with their Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID 19 pandemic.

## **SUPPLIES**

### **Medical Supplies**

- Stethoscope (\$40-150)

### **Laptop/Tablet Requirements:**

Students are required to have a laptop computer. By making these a program requirement, the cost is included in your financial aid budget.

Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process. Canvas, an electronic learning management system, will be used as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through Canvas. Students are able to access materials from any location with web access.



## **Technology**

Communication between administration, faculty, and graduate students occurs primarily through TUC email and the individual course Blackboard sites. For non-course specific communication students are required to communicate with their faculty, advisors, and peers through the TUC email system unless otherwise instructed by faculty.

It is important that students have a fundamental understanding of online activities such as managing email, document storage, word processing, and use of the internet. Course websites are window based with drop down menus and multiple folders. Students will need to be capable of locating and downloading documents and information. Some testing will also occur in online formats. Tutorials for utilizing the Canvas learning system are located within the Canvas system and there is 24 hour support for students. All courses require access on Canvas (a course management system). You will need access to the internet and an internet browser (Internet Explorer, Mozilla Firefox, Safari, or Google Chrome). The lecture areas offer a wireless environment enabling accessibility to informational resources via the Internet and proprietary Touro sites such as the online Library and other University resources.

Any laptop computer made within the last 3-4 years with at least 2GB of memory is acceptable and should work well. **PC (Windows) and Apple Laptop Computers are supported:**  
Supported versions of Windows are XP, Vista, and Windows 7.  
Supported Mac OS X 10.6 and 10.7.4.

## **Software required**

- [Apple - MS Office Windows - MS Office 2010](#)
- [Java Free Download](#)
- [Adobe Reader](#)
- [Avast! \(free\) Anti-virus software](#)

A laptop with these specifications should cost between \$1000 - \$1200 depending on memory and hard drive size and whether it has a CD/DVD writer (not required, but recommended). Students should also purchase an external hard drive to backup their data (highly recommended).

## **Books**

Students can plan on spending approximately \$1,000 to \$1,200 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many online textbooks, some of which are required texts for courses. If a required text is available online, purchase of a hard copy text is optional. Students are expected to have purchased required texts that are not available online by the beginning of class for each semester.

## **Care Team**

The TUC Campus CARE Team is a task force of staff and faculty who meet regularly to promote student success and campus safety by identifying individuals who demonstrate early warning signs of possible concerning, distressing or disruptive behavior. The CARE Team's goal is to successfully engage, support, and

minimize concerns by intervening at the earliest possible point. Accomplishing this goal requires a coordinated institutional response that includes all members of the TUC community

Care Team's page link: <http://studentservices.tu.edu/careteam/>

## **HEALS**

The HEALS Model is intended to help faculty members identify and guide emergent classroom discussions that may cause discomfort to a member or members of the learning community. By emergent, we mean when a comment or action raises an assumption about another person or group of people that could alter how care (or education) is provided or received. Students believe it is faculty's responsibility to take leadership in managing these sensitive discussions, and HEALS has been shown to be an effective strategy.

- Halt - the discussion.
- Engage - with the issue - Who is/could be affected?
- Allow - trading opinions/stories/perspectives/articles/reactions
- Learn - Listen to one another
- Synthesis - Why does this discussion matter?

H\*E\*A\*L\*S © 2014, 2007

UCSF School of Nursing, Diversity in Action Committee

**CLINICAL NURSE LEADER CERTIFICATION**  
[Clinical Nurse Leader Certification](#)

## SCHOOL OF NURSING FACULTY/STAFF DIRECTORY

<b>Director</b>	Terrye Moore-Harper <a href="mailto:Terrye.mooreharper@tu.edu">Terrye.mooreharper@tu.edu</a>
<b>Assistant Director</b>	DorAnne Donesky DNP / FNP Chair <a href="mailto:doranne.donesky@tu.edu">doranne.donesky@tu.edu</a>
	Michele Bunker-Alberts FNP Chair <a href="mailto:Michele.bunkeralberts@tu.edu">Michele.bunkeralberts@tu.edu</a>
	Kathleen Hahn <a href="mailto:Kathleen.hahn@tu.edu">Kathleen.hahn@tu.edu</a>
	Margaret Pay <a href="mailto:Margaret.pay@tu.edu">Margaret.pay@tu.edu</a>
	Elizabeth Cook Clinical Experience Coordinator (CEC) <a href="mailto:Elizabeth.cook@tu.edu">Elizabeth.cook@tu.edu</a>
<b>Administrative Coordinator</b>	Monica McFadden <a href="mailto:monica.mcfadden@tu.edu">monica.mcfadden@tu.edu</a>

## PROGRAM SPECIFIC POLICIES & PROCEDURES

### PURPOSE OF THIS SECTION

This section contains policies and requirements that govern academic performance and professional conduct for the School of Nursing Programs. These policies are unique to the Programs and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal responsibility necessary for advanced nursing practice. It represents the parameters of achievement and behavior the Program faculty expects of its students as advanced practice nurse who will be serving the public and consumers of health care. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The School of Nursing has a responsibility to safeguard the patient and public by educating competent graduates. As such, the Program maintains the right to refuse, to matriculate, or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically, or professionally incompetent or otherwise unfit or unsuited for continued enrollment in the Program.

The Program reserves the right to make changes at any time to the Handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations.

The School of Nursing Program specific policies are in addition to and may be more stringent than the Touro University policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed.

## **GOVERNANCE**

The TUCSON operates on a shared governance model and uses consultative and democratic principles for curricular decision-making. It is the professional responsibility, as part of a community of learners, for students to participate in course, faculty, and program evaluation. Constructive formative and summative feedback are imperative to program and faculty improvement and are encouraged and may be delivered in person or in writing, at regular meetings of the faculty. Two elected students represent each cohort as members of the Community Advisory Council (CAC) and as such are the voice for each cohort at the CAC meetings.

Each cohort will elect one student representative to attend the Faculty Meeting that is held the 2<sup>nd</sup> Wednesday of each month. The student will report back to the entire group on a regular basis.

## **ATTENDANCE**

The Master of Science in Nursing Program is fast-paced, **hybrid program**, which builds upon previous learning concepts and instruction. Attendance at all classes is considered an aspect of professional responsibility and individual dependability. Attendance at Sunday classes is mandatory. Students must attend a minimum of 40% of the classes on Wednesday evenings to maximize learning through active participation and networking.

## **ABSENCES**

Students are not permitted to take “time off” during the seven sessions. **Personal illness, family emergencies, or regional/natural disasters** are generally the only acceptable reasons for an absence that the student may be excused by the faculty. Students are required to notify the Program of any absence and if in clinical must notify the preceptor. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered.

Students who miss a class session, either face-to-face or online **may be required** to write a 500-word reflection of what he or she gleaned from watching the recorded class session (or alternative readings). The reflection document should be double spaced, no references or APA formatting required. The document should be emailed per instructions within one week of the student’s missed class session.

## **LATE WORK**

To avoid penalties for late work, there must be a prior arrangement with an agreed upon date for submission. Assignments submitted late without approval or after the agreed-upon date will receive a deduction of up to 25% of the total points for that assignment.

### ***Assignment Extension Form***

A written request for an assignment extension must be submitted prior to the assignment due date. This extension can be granted for up to 5 calendar days. Assignments submitted late

without approval or after the agreed-upon date will receive a deduction of up to 25% of the total points for that assignment per course syllabus. The start date for the extension will begin on the assignment due date. The Assignment Extension Form does not apply to examinations.

[Assignment Extension form \(Link\)](#)

## **HOLIDAYS**

Touro University California is a Jewish sponsored institution. TUC observes most federal and Judaic holidays. Judaic holidays vary yearly, therefore university closures and semester breaks may vary for each calendar year.

## **STUDENT TIME AWAY REQUESTS**

While it is the Program policy that students attend all classes and scheduled clinical experiences, a student may have exceptional events which might keep them from classes. Any student requesting time away for an exceptional event must contact the course faculty a minimum of **one month** in advance. Time away from class for professional conferences must be approved in advance through the same mechanism.

## **USE OF WIRELESS DEVICES IN THE CLASSROOM**

Laptops, tablets/ iPads and smart phones may be used in the classroom at the discretion of the course faculty. However, use of these and other electronic equipment in a manner not consistent with classroom topics or **classroom delivery (online format)**, often create unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity. The following activities are considered disruptions:

- Texting
- Cell phone ringing
- Web surfing
- Checking email

Distractions in class are considered a professionalism issue and will be addressed individually by the course faculty.

### **• Virtual (Zoom/Online) Etiquette Policy**

The SON MSN Program is a hybrid program. Reliance on technology such as Zoom is an ideal platform to ensure high quality learning experiences continue without academic disruptions. The Zoom meeting room platform will be utilized to conduct “virtual” class sessions and clinical conferences. Faculty advisors may also utilize Zoom to conduct meetings with preceptors and their student advisees. The TUC MSN Program has adopted “virtual etiquette and behavior expectations” for students when meeting remotely with their faculty advisors, preceptors, and the course instructor. The Zoom Etiquette Policy must be signed by each student, and submitted to upon program entry. Twelve rules of engagement are outlined in each course syllabus.

## INTERNET SERVICES AND USER-GENERATED CONTENT POLICY, INCLUDING SOCIAL MEDIA POLICY

### See Appendix A

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a nursing student at Touro University California, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, and Instagram – **and many others**.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program.

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts, or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.

*Example:* A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments.

2. Think before posting as internet and email archives can permanently affect your reputation.
3. Social networking during class, program activities and clinical hours is strictly prohibited.
4. HIPPA laws apply to all social networking so it is the utmost priority to protect patient privacy by not sharing information or photographs.

*Example of a privacy breach:* A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided and personal characteristics of the patient are described making the patient identifiable.

5. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
6. If you state a connection to the School of Nursing or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC School of Nursing.
7. All laws governing copyright and fair use of copyrighted material must be followed.
8. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the Program.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Nursing Program or TUC through social networks. Refer all questions regarding program information, policies and procedures to the Program Director.

Questions regarding TUC should be referred to the TUC Director of External Relations, Andrea Garcia ([andrea.garcia@tu.edu](mailto:andrea.garcia@tu.edu)).

## COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY

You have been assigned a University (tu.edu) email address. This is the only email address that will be answered by TUC personnel. Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space necessary for downloading important attachments.

The following are additional information for email communication:

- Students are expected to check their Touro email accounts a minimum of every 24 hours.
- Students are expected to respond to program emails within 48 hours or the next business day.
- Email responses and forwarded emails should include the original message when appropriate.
- Email messages and responses should be saved to a file (if necessary) for reference.
- It is helpful to use a signature line in your emails, including your full name and class, as well as a phone number.

Example: John Smith, RN, CCRN  
Touro University California  
Master of Science in Nursing Student, Cohort 6  
(707) 123-4567 (cell)

- You are responsible for maintaining access to your email account as you move during your education.
- All official University communication is sent to the student's tu.edu email. Students are expected to adhere to deadlines such as registration, graduation applications, and student health insurance waivers: these are only sent via the tu.edu email system.

## RECORDING OF LECTURES

Most evening lectures will be recorded as students may request the information to reinforce their learning experience. A student may request a recorded lecture for this purpose. Links to lectures may be provided to the students via their TUC emails, Canvas emails, or Canvas Announcements. Sunday lectures are usually not recorded. This is at the discretion of the instructor and is a privilege, which may be withdrawn at any time. Recording of group discussions needs the approval of the participants as sensitive material may be part of the discussion.

## GRADING

At the end of each course, a grade for each student will be submitted to the Registrar.

### Definition of Grades

- **Numerical percentage score obtained for a course.** A cumulative grade of 80% and above is considered passing for each course in the program.
- **Pass (P)**

Satisfactory completion of a clinical rotation or P/F course will be noted as a P on the transcript. Pass (P) grades are not calculated into a student's GPA.

- **Incomplete (INC)**

An incomplete grade indicates that a student has not been able to finish all required work for issuance of a grade. An incomplete grade is not counted in the grade point calculations until a final grade replaces it. Replacement of an incomplete grade is under the direction of the course faculty. If the required work is not completed within the terms set forth in the Incomplete Grade Contract, the (INC) will be automatically converted to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible. Students who receive an (I) grade are not eligible for financial aid in subsequent semesters for completing the same course. Note: Students must take at least 6 credits to be eligible for financial aid. Please contact the Financial Aid office with any questions

Under emergency/special circumstances, students may petition for an incomplete grade. An INC will only be assigned if there has been satisfactory progress in the course prior to requesting an INC. Incomplete contracts and due dates will be set by the instructor.

NOTE: Students must petition the Faculty/Instructor of Record (FOR/IOR) for an incomplete (INC) grade for the course. For clinical courses, the faculty advisor completes the *Incomplete Grade Form* and submits the form to the IOR or Program Director for appropriate signatures. The INC forms are maintained in the SON office in a binder. It is incumbent on the student to petition for the INC **no less than two weeks** before the end of the semester. Students who request this option must: (1) be in "good standing" in the course, (2) have completed at least 75% of the course work, and (3) is currently passing the course.

The Incomplete Grade Form must include a date the student will complete the outstanding assignments or clinical hours and a list of all outstanding assignments that have not been successfully met at the time of the petition. The student must complete the requirements by the specified date on the form to receive a passing grade in the course. Failure to follow this policy could result in the student being administratively withdrawn from the program. A student may hold no more than two incomplete grades (total) at one time as they matriculate through the program, or the student cannot progress to the next semester of the program.

- **Withdrawal (W)**

A withdrawal indicates that a student has withdrawn from the University in good academic standing.

- **Withdrawal/Unsatisfactory (W/U)**

If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

- **Grade Appeal**

Faculty has the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor or clerical error, prejudice or



capriciousness, the grade assigned by the instructor of record is to be considered final.

Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to the Director of SON, have it reviewed and, where justified, receive a grade correction.

## **ACADEMIC INTEGRITY**

Academic honesty and integrity are expected of all students throughout their course of study at TUC. See Touro University California's [Statement on Academic Integrity](#) (p. 46). Any violation of this code is considered to be a serious academic violation. Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self-esteem and pride in accomplishment and the self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as delineated in the [Student Code of Responsibilities and Rights](#) (see Appendix E).

### **Student Discipline Procedures**

See Appendix E - [Code of Responsibilities and Rights of the Students of Touro University](#) of the Touro University California 2020-2021 Catalog.

## **ACADEMIC ADVISING**

Each student will be assigned a faculty advisor upon or near matriculation. Advisement by faculty shall be viewed by the student as a privileged part of the academic process and its use is encouraged. Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically or personally. It is desirable to identify problems at an early stage and bring these to the attention of the faculty advisor so that remedies can be developed and implemented. Students experiencing academic and/or other difficulties have access to Student Services, which includes tutoring and counseling. Although it is the responsibility of a student to request help, the faculty advisor may encourage and/or help facilitate an advisee to seek assistance.

## **GRIEVANCE POLICY**

Students may present general grievances, concerns or suggestions for improvement to the Program Director. [See Touro University California 2021 University Catalog \(Appendix F\)](#). To view the Touro College and University System (TCUS) Title IX Grievance Policy, copy and paste link into your browser:

<http://tu.edu/titleix/TCUSTitleIXGrievancePolicyFINALFORPUBLICATION-UPDATE-08142020.pdf#search=grievance%20policy>

If there is a concern from the class as a whole, then the student leaders are encouraged to meet with the Program Director to share these concerns in an in-person meeting. The purpose of these meetings is to encourage open communication between the students and Program administration, and address student concerns. It is the Program's goal to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive

manner. Any specific situation involving specific faculty members, specific students or individual student's grades should be addressed in individual sessions as outlined below.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution. If the student feels uncomfortable approaching the involved faculty member, or if they have not been successful at resolution of the conflict with the faculty member, they should register the grievance with the Program Director. If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Dean of the College of Education and Health Sciences.

If the grievance is with the Dean of the Student Services, students should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in [Touro University Catalog \(Appendix F\)](#). [See Appendix F: for Resolution Process for Disputes, Grievances and Misconduct](#)

## **LEAVE OF ABSENCE AND WITHDRAWAL**

Students can request a Leave of Absence (LOA) or withdrawal from the program for medical or personal reasons. Students must make this request in writing to the Program Director and follow all procedures as outlined in [Section I](#) regarding University policies and procedures. Students who take a Leave prior to the completion of a semester or clinical block will not receive credit for that material/rotation.

## **BACKGROUND CHECKS/TOXICOLOGY SCREENS**

A background check and toxicology (including alcohol) screen will be completed prior to admission to the program. Some sites required an additional background check and/or toxicology (including alcohol) screen immediately prior to the start of the rotation, therefore students may be required to complete multiple screens throughout enrollment.

## **CHANGE OF ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER**

Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change. Please visit the Registrar's website to submit address and personal contact information at <http://studentservices.tu.edu/registrar/index.html>.

## **ACADEMIC AND PROFESSIONAL PROGRESS – PROGRAM POLICES AND PROCEDURES**

### **Academic Progress**

Satisfactory academic progress is achieved with a minimum grade of 80% in each course and must be demonstrated by students in the Program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course will be cause for referral to the Student Affairs Committee. For the first semester of the ADN to MSN course of study, all coursework and clinical hours in the transition semester must be complete in order to progress to the graduate-level courses. Once in the graduate course of study, students must

petition for an incomplete grade with the *Incomplete Grade Form*. It is incumbent on the student to submit the form no less than two weeks before the end of the semester to the faculty of record in the course. The form must include a date the student will complete the outstanding assignments or clinical hours and a list of all outstanding requirements. The student must complete the requirements by the specified date to receive a passing grade in the course. Failure to follow this policy will result in the student's Administrative Withdrawal from the program.

A student may have no more than two incomplete grades (total) to progress to the next semester of the program.

### **Professional Progress**

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior that is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program expects nothing short of respect and professional demeanor at all times. For this reason, TUC SON embraces the CNL Standards of Conduct and the ANA Code of Ethics as foundational expectations on conduct from the students in the Program.

#### [Clinical Nurse Leader Standards of Conduct](#)

#### [American Nurses Association Code of Ethics](#)

### **Academic/Professionalism Performance Improvement Plan (PIP) and Probation**

An *Academic Performance Improvement Plan (PIP)* is the first step in remediating unsatisfactory scholarship or issues of professionalism. Two incomplete grades will automatically result in placing students on an action plan (PIP) with deliverables and timelines to assist a student towards timely program progression and completion. If the concern(s) is not resolved through the terms/time specified in the "Plan", it may result in *Academic Probation* which can lead to dismissal from the Program. Academic Probation and Dismissal are both documented on the official transcript.

The following are criteria for which a student will be placed on PIP or probation:

1. Failure of a course
2. Professional misconduct, behavior and/or attitude inconsistent with the profession or in violation of the Professional Code of Ethics.
3. Failure to adhere to the Program policies and procedures found in the Student Handbook.
4. Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
5. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, boundaries within the role of the student.

### **APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL**

Appeals may only be filed for decisions of dismissal. Following notification (email plus hand or

traceable delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Education and Health Sciences and if necessary, to the University Provost. He or she has seven (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean of the College of Education and Health Sciences. The appeal request must be submitted in writing and received by the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose his/her right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the reason for the dismissal occurred in clinical and in that case the Program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean if there is concern about patient safety. Removal from a clinical rotation may prolong the length of the program and delay the student's graduation should the appeal be granted.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the School of Nursing Faculty
2. New, material, and/or documented information is made available that was not considered at the time of the initial decision.
3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Faculty and/or Program Director to dismiss.
2. Amend the recommendation of the Faculty and/or Program Director
3. Convene an *ad hoc* committee consisting of three members not involved with the student to review the Program Director's decision. The ad-hoc committee will present its findings to the Dean for consideration.

If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost. [See TUC 2021 Catalog for Academic Actions and Disciplinary Process](#) (p 61-67).

### **Appeal to the Provost**

This appeal request must be submitted in writing and received by the Office of the Provost within seven (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Provost may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Faculty, Program Director or Dean.
2. New material, documented information not available to the committee, Program Director or Dean at the time of its initial decision.
3. Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Dean to dismiss.
2. Amend the recommendation
3. Convene an *ad hoc* committee consisting of three members to review the Student Promotion Committee, Program Director and Dean's recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of his or her decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss, the dismissal is effective immediately and the student must withdraw from the University.

## **ACADEMIC FREEDOM**

Touro University California is committed to the pursuit of truth and its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgement of one's peers only in accordance with the accepted rules of the academic due process. It also implies the active, defined and recognized role of the faculty in those policy-making decisions, which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinion and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of his/her ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Touro University California.

The University further endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty member is expected to uphold the goals, aims and mission of Touro University California.

## **APPENDIX A: INTERNET SERVICES AND USER-GENERATED POLICY (Excerpt)**

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, as such, requires use of these services in ways that improve the commitment to our community of students, faculty and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, "Internet-based services" is defined as those that allow for user-generated content. These would include, but not be limited to: "wikis," "blogs" (for which you write entries or comments); "live"-blogging tools such as "Twitter"; social networks such as "Facebook" and "MySAPace"; professional networks such as "LinkedIn"; streaming media such as "YouTube"; discussion forums such as "listservs"; instant messaging; and social bookmarking tools such as "Digg." Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro's behalf.

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that if not used properly they can be damaging. Both in professional and institutional roles, students, faculty and staff should

follow the same behavioral standards online as they should offline and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to only the Touro community) or public site. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This Policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

## **SECTION I: POLICIES FOR ALL INTERNET-BASED SERVICES, INCLUDING SOCIAL MEDIA SITES**

1. Protect restricted, confidential and proprietary information: You may not post restricted, confidential, or proprietary information about Touro, students, faculty, staff or alumni to any site. Faculty and staff are required to follow the requirements of the Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology Economic and Clinical Health Recovery (HITECH) Act, and to adhere to all Touro policies associated with privacy and confidentiality.
2. Respect copyright and fair use: Touro will always endeavor to respect the copyright and intellectual property rights of others and of the Institution. For guidance on these policies and questions on permissible use or copyrighted material please contact your local Library group at Touro.

### **IMPORTANT DISCLAIMER**

This policy does not form a contract. Touro College reserves the right to amend, modifies, supplement or revoke this policy, in whole or in part, at any time with or without notice in its sole discretion. This policy is neither written nor meant to confer any rights or privileges on an individual or entity or impose any obligations on Touro College other than its obligations under the law. As with all Touro College policies, this policy is written for informational purposes only, may contain errors and may not be applicable to every situation or circumstance. Any dispute, claim or controversy arising out of or related to this policy, which is not resolved through Touro College's internal procedures (hereinafter, "Disputes"), shall be resolved exclusively through final and binding expedited arbitration conducted solely by the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be Touro College's main campus.

3. Touro logos may not be used for endorsements: You may not use "Touro College," "Touro University" or any other Touro logo or iconography on personal social media sites unless permission is granted by the Touro "Legal Department" and the posting is made in conformity with Touro logo usage policy which is incorporated here by reference. You may not use Touro's name or any Touro logo to promote a product, cause or political party or candidate.
4. Respect property: Touro computers and use of Touro IT resources are reserved for Touro-related business as approved by supervisors and in accordance with the Acceptable Use Policy,

incorporated herein by reference.

5. **Monitoring:** Know that Touro can track Internet usage, as well as review the content of the usage.

This review may be used to determine the efficacy and legality of usage by Touro employees. We are particularly concerned with anything that may compromise network security or restricted or confidential information, such as student records.

6. **Terms of service:** Adhere to the Terms of Service of any and all social media and Internet services used. Remember that any services hosted and contracted for on Touro's behalf are required to abide by Touro policies and practices, as well.

7. **Consequences for infractions:** If you work for or represent Touro, we trust you to be responsible with your work time. Please note that violations of this policy, like any other Touro Policy, are governed by the Touro Code of Conduct Policy. Any disregard of Touro policies that are impacted in any way by this policy shall be considered violations and may be grounds for discipline, including termination of employment.

## **SECTION II: PRACTICES FOR ALL INTERNET-BASED SERVICES INCLUDING SOCIAL MEDIA**

1. Posting, interacting and managing online services on behalf of Touro:

a. Our most valuable commodities are the Touro name and reputation. Only designated people directly representing Touro are authorized to post and interact online on behalf of Touro, to reduce risk and ensure our message is consistent and that we're not duplicating effort or information. Touro retains ownership of any online content posted on its behalf, thus it is always important to obtain permission to speak or write on behalf of Touro; when in doubt ask your supervisor, Program Director and/or Communications Director.

b. Regardless of whether you are managing a presence (e.g., portal page, Facebook, etc.) on Touro's behalf or have contracted this service out on Touro's behalf, you are required to adhere to all of Touro's policies and practices. When managing the site, consider the following:

i. Have a plan. Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites accurate and up to date.

ii. Departments that have or wish to have a social media presence should contact their local communications director or Web Services to discuss logistics and planning and provide the proposed written plan (a form to guide you thru this process is included as Appendix A) to the Office of the Chief Information Security Officer (CISO), who will have final review to ensure that all required parties have reviewed the site and approved program content. All department sites should designate a point of contact that is responsible for content and ensuring compliance with Touro policies. Administering a social media site on behalf of any Touro program requires the Dean, or his/her designee of the relevant program to make the

commitment to managing the "presence" (for example, on Facebook, this means that if the Dean chooses to create a "page," the "page" must routinely be reviewed and any issues arising from posting addressed on a regular basis); and, requires the program to submit appropriate documentation that contains the site name of where the posting will appear (e.g., Facebook,

LinkedIn, etc.), the name of the Dean and the person charged with managing the site for the program (a form to guide you thru this process is included as Appendix A).

iii. For any newsworthy photos, permission to post may not be required. Absent newsworthiness, any photos or videos posted require a signed permission form

([it.touro.edu/pdf/forms/mediarelease.pdf](http://it.touro.edu/pdf/forms/mediarelease.pdf)) to be on file as per Touro policy. Each Program must maintain all appropriate authorization forms that allow media to be posted, if used on any site that they manage.

iv. Include Disclaimers: Disclaimers with Touro legal-approved language must be prominently displayed on any Web page not maintained by Touro's Web Services group or contracted out on Touro's behalf. The disclaimer may be modified from time to time and its current version is annexed hereto as Appendix B.

v. Removal of post: Posted material that is not in line with Touro policies, Touro published program content or is in disregard of Touro's code of conduct or mission should not be posted and is subject to a request for removal and approval of the site can be withdrawn.

c. If you are authorized to go online on behalf of Touro, at any and all times:

i. Identify yourself: Disclose your name and your affiliation with Touro and include contact information when possible, unless it is clear you are acting on behalf of Touro as an overall institution or as the "Touro" entity itself. In such cases, provide contact information for your institution (primary office phone number and Web address, at a minimum).

ii. Never post restricted, confidential or proprietary information: Refer to Touro's Information Security Policy and ask your supervisor, Program Director and/or Communications Director and the Chief Information Security Officer (CISO) if you are not sure what is restricted, confidential or proprietary.

iii. Attribute what you post: When providing information that can be sourced, provide appropriate attribution and permissions, letting others know where you obtained your information. Be especially mindful of copyright, trademark and other intellectual property rights.

iv. To foster the smooth administration of the public relations function and ensure that Touro is in compliance with copyright laws, all members of the Touro community, when circulating or posting media coverage of or about Touro or its community members, must utilize an electronic link to the coverage. By 'link' we mean a link to a news article on a media outlet's website that opens up to the coverage when one clicks on it.

If such a link is not available and you still desire to post the item, then you must receive express written permission from the media outlet to post or circulate the coverage in another manner.

(In other words, if you see a story published in the hard copy of a newspaper, and you would like to circulate or post it, check to see if it is available online and copy the link from your browser to circulate it. If a link is not available, you must obtain written permission to distribute the story internally or externally. You may not circulate or post PDFs or copy a story into another document or Web page and circulate it or post it on a Touro website without written permission from the media outlet.)

Note that compliance applies to media coverage authored by non-Touro community Members. For op-eds, columns, and other editorial copy including advertising and 'Advertorials' authored or co-authored by Touro community members, other rules may apply. Please call the Office of Communications or the Office of the General Counsel for questions on these issues or other permissions questions.



- v. Be helpful and professional: Understand that your supervisor and others may monitor your online activity to be sure it doesn't interfere with other duties or reflect poorly on Touro or anything we do. You must respect Touro Policies on Information Technology, Information Security and Acceptable Use, in addition to your Staff and Faculty Administration Handbooks.
- vi. If a staff member is offered payment to produce a blog for a third party this could constitute a conflict of interest and must be discussed with employee's immediate supervisor and manager and program director, as well as Human Resources where appropriate.

d. If any staff member is contacted by the media about posts on their blog that relate to Touro they should speak to their immediate supervisor and manager before responding and also prior to responding contact and consult with the Director of Communications.

#### e. Control of Content

Touro reserves the right to control and remove any content issued on its behalf, whether the employee/agent had authorization to post on Touro's behalf, or not. Touro will work with you to remove content in a way that respects your privacy whenever possible.

### **SECTION III: PERSONAL SOCIAL MEDIA**

Touro understands and respects that most of us participate in a variety of online activities as individuals. Sometimes these efforts are good for professional development and in that way are assets to Touro. Sometimes, however, individual actions online are purely for the sake of connecting with family or friends, entertainment or distraction. These uses are not beneficial to Touro, but sometimes the lines between these types of interaction blur.

1. Examples of good personal social media that are an asset to Touro:
  - a. Suggesting someone contact another Touro employee or program for more information on a relevant topic.
  - b. Illustrating connections between Touro and partner organizations (provided the partner organization approves of such publicizing) and directing others to contact information for either/both.
  - c. Connecting with others in the education community, using your real identity, on LinkedIn, Twitter, Facebook, our own Web portal or other social networks.
2. Examples of unacceptable personal social media:
  - a. Speaking on behalf of Touro when not specifically authorized to do so.
  - b. Revealing restricted or confidential information about Touro.
  - c. Trying to "friend" students, clients, or others on social networks who may not be interested in communicating online (e.g., students may prefer not to communicate with their teachers).
  - d. Using your real or a fake identity to engage in any illegal or unethical activity, including but not limited to file sharing, harassing, stalking, defamation, plagiarism, etc.
3. During work hours
  - a. Generally, personal use of social media during work hours should be limited so as not to interfere with work tasks and functions. Think of using time at work for social media as you would use time at work for personal phone calls or emails.
  - b. Staff members are not allowed to update their personal blog from a Touro computer at work if it interferes with their job responsibilities.

#### 4. Furthering Touro's mission or work

Unless you are authorized to speak on behalf of Touro, be careful how you participate online in areas relating to Touro's mission and services. Ask before you post anything that may be construed as the official view or statement of Touro. See Section II.1 for requirements for posting on behalf of Touro.

#### 5. Ancillary to Touro's mission or work (individual professional development)

Employees are encouraged to participate in social networks for professional development. Ask your colleagues for suggestions on who to follow or what blogs to read to keep up on industry topics and people of interest. Remember to:

- a. Use your real identity and say how you are affiliated with Touro, unless you choose not to for personal or client safety reasons. In such cases, create an alternate Touro identity, approved by your supervisor, so others know you are affiliated with Touro.
- b. Indicate that you are writing on your own behalf, not Touro's. Write in the first person.

#### 6. As a Touro employee/agent

- a. Any time you can be identified as a Touro employee or agent, you should disclose your connection to Touro and indicate you are writing on your own behalf, not Touro's. If your employer is listed as Touro in your Facebook profile, realize that what you post there may reflect on Touro as an organization. The same applies to your LinkedIn profile or anywhere that your Touro affiliation is indicated.
- b. Remember we live and work in relatively small (online and offline) communities. Even if you are not directly self-identified as a Touro employee/agent, people may know you work or volunteer for Touro. Anything you say or do online under your real name can reflect on Touro. Please be mindful of this fact and act responsibly during all of your online activity.
- c. Use your personal email address and other contact information for non-Touro correspondence and participation.

#### 7. Posting anonymously or with a pseudonym

Posting under a fake name or identity is discouraged, unless you believe it to be necessary for privacy or security reasons. Instead, try adjusting your privacy settings on social network sites to limit visibility. If you do create a pseudonym, it is good practice to keep it consistent across networks/platforms, so you can be accountable for that activity. As noted above, creating or using a fake identity for the purpose of illegal or unethical activity is explicitly prohibited at Touro and is in violation of the Touro Information Security Policy.

#### 8. Identifiable as a Touro employee/agent

- a. Touro is not interested in monitoring or censoring what you do on your own time. But it's important to remember that some online actions can affect your employment or service with Touro even if they are done on your own time and equipment.
- b. If you mention Touro, disclaimers should be visible on all blogs, something like "these are my personal views and not those of Touro."
- c. Staff members are free to talk about non-confidential Touro programs and content on their blogs, but if there is any doubt, staff members should consult their immediate supervisors and managers for clarification of what may and may not be posted.

Supervisors and managers should coordinate through their Office of Communications if there is any question whether the content is an appropriate representation of Touro.

d. Personal blogs and websites should not reveal confidential information about Touro. If in doubt about what might be confidential, staff members should consult their immediate supervisors and managers for clarification.

e. Personal blogs and websites should not be used to attack or abuse colleagues. Staff members should respect the privacy and the feelings of others. Remember also that if you break the law on a blog (for example, by posting something defamatory), you will be personally responsible.

f. If a staff member thinks something on their blog or website gives rise to concerns about a conflict of interest, and in particular concerns impartiality or confidentiality, this must be discussed with their immediate supervisor and manager. An Incident Report Form must be filed.

#### 9. Anonymous or with a pseudonym

If you post anonymously or use a pseudonym that does not connect you to your real identity or affiliation with Touro, remember that you are still responsible for abiding by Touro policies associated with your online activity and you should always be respectful of Touro and its clients, vendors, partners and competitors.

**Disclaimer:** Owner and Touro make no warranties, either expressed or implied; concerning the accuracy, completeness, reliability, or suitability of the information contained on this website or any other website to which this site is linked (hypertext links on this website allow you to leave this website and enter websites not under the control of Touro or Owner), and expressly disclaim liability for errors and omissions in the contents of this website, links, or linked websites. Your use and/or viewing of this website are acceptance of the terms of this Disclaimer.

#### Unsolicited Ideas and Concepts and Claims Resulting from Use of this Website

Any information provided to Owner in connection with this website shall be provided on a non-confidential basis. User shall not submit licensed material or material owned by another; Owner shall be free to use the information on an unrestricted basis and such information will become the exclusive property of Owner to be used by it as it deems appropriate without compensation of any kind to any other party.

#### Indemnification and Venue of Disputes

As a condition of use of this website, you agree to indemnify Owner and Touro from any and all liabilities from your use of this website. By accessing and/or using this website, the Internet user agrees that any dispute, claim or controversy arising out of or related to this website or its contents shall be resolved exclusively through final and binding expedited arbitration conducted by the American Arbitration Association (“AAA”) by one arbitrator who shall be an attorney, in New York, New York, in accordance with the AAA Commercial Arbitration Rules then in effect. Unless otherwise required by law, each party shall bear his/her or its costs of arbitration, including attorney’s fees; provided, however, that the arbitrator may award costs and attorney’s fees to the prevailing party under the provisions of any applicable law. The arbitrator shall not award any special, direct, indirect, punitive, incidental or consequential damages arising out of or in connection with the use of this including, without limitation, any lost profits, business interruption, or loss of programs or information even if Owner or Touro has been specifically advised of the possibility of such damages. The Internet user understands that, by viewing this

website, he/she is electing to resolve all Disputes described above exclusively in an arbitration forum rather than in a judicial forum, and he/she is, to the extent permitted by law, waiving any right he/she may have to a jury trial of any such Dispute. The Internet user agrees that if for any reason any Dispute arises out of this website and is, for some reason, resolved in court rather than through arbitration, then, to the extent permitted by law, trial of that Dispute will be to a judge sitting without a jury, and the Internet user specifically waives any rights he may have to trial by jury of any such Dispute.

**STUDENT HANDBOOK SIGNATURE PAGE**

I have read, understand and agree to follow the policies and procedures set forth by Touro University California and the Master of Science Program as outlined in this handbook. As a student I am responsible for referring to this Handbook for specific policies and procedures governing my status as a student to include program requirements, goals and objectives,

satisfactory academic and professional progress, graduation requirements and grievance policies.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Signature Sheet Due to Program Office by second class meeting.**